DOCUMENT RESUME

ED 231 841 TM 830 288

AUTHOR Ferber, Ellen; Ellison, JoAnne
TITLE Guidelines for Conducting Survey Research In-House: A Case Study.
INSTITUTION Rosemount Independent School District 196, Minn.
PUB DATE 11 Apr 83
NOTE 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983). Graphs in the appended newsletter may be marginally legible due to small print.
PUB TYPE Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Attitudes; Educational Improvement; Educational Planning; Elementary Secondary Education; Public Opinion; Questionnaires; Research Methodology; *School Districts; *School Effectiveness; *Surveys
IDENTIFIERS *Independent School District 196 MN; *Telephone Surveys

ABSTRACT

During the first 8 months of 1982, Independent School District 196 (Rosemount, Minnesota) planned, implemented, and reported on a telephone survey of the district's population to help schools develop the strategies, tactics, and vision necessary in an information society. With the exception of data processing, the survey was handled by district staff members and 25 volunteers, and a community advisor committee of citizens, staff, and students. When the survey was conducted, there were 12,800 kindergarten-grade 12 classes in 15 district schools, and 47,000 people living within the district boundaries. The telephone survey of a random sample of adult residents (within given financial and time constraints) examined community attitudes about the educational system. The survey information package includes the guidelines discussing planning, development, and implementation of the survey; a "Plan for District 196 Survey," outlining procedures; a flyer, "What the Respondent Might Like to Know about This Study"; a sample copy of the survey; and the August 1982 issue of "Spotlight," which presents the survey results showing community support of district schools. (CM)

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Guidelines for Conducting Survey Research In-house: A Case Study

by Ellen Ferber and JoAnne Ellison
Independent School District 196
Rosemount, Minnesota

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Presented at the
1983 Annual Meeting
of the
American Educational Research Association
April 11, 1983

TM 830288

Printed in U.S.A.

Guidelines for Conducting Survey Research In-house: A Case Study

by Ellen Ferber, communications specialist and
JoAnne Ellison, director of research and census
Independent School District 196, Rosemount, Minnesota

Public schools today are facing a crisis of survival. Public support is diminishing and federal and state financial aid is dwindling. Communication and trust levels between schools and communities are at an all-time low.

At the same time, individual and community needs are changing at an increasing rate as we move from an industrial society to an information society. As educators, we must be at the forefront of meeting these needs and facilitating these changes. We must develop the strategies, tactics and vision necessary to lead others into this information society and we must do it in concert with our communities. We must be aware of the attitudes of our citizens and involve them in the exciting, challenging task of being leaders, not just followers, in our changing society.

Data is an essential component of the information society. Survey research is a primary data-gathering technique, as well as an effective tool for building community support and trust.

During the first eight months of 1982, Independent School District 196, Rosemount, Minnesota, planned, prepared, conducted, analyzed and reported on a telephone survey of a random sample of the district's population. With the exception of data processing, the survey was handled from start to finish by district staff members and volunteers, and an advisory committee of citizens, staff and students. The only costs incurred were for photocopying the questionnaires and data processing.

Independent School District 196 is a growing public school district in the south suburbs of Minneapolis-St. Paul. The district covers an area of 110 square miles and includes all or part of nine municipalities. In 1981-82, when the survey was conducted, there were 12,800 students attending kindergarten through grade 12 classes in the 15 district schools, and 47,000 people living within the district boundaries. The district employs approximately 1,500 people and has a total budget of $35.5 million.

The following outline summarizes the philosophy, objectives, methods, results and educational importance of the survey.

PHILOSOPHY: Independent School District 196 seeks to be a leader in preparing students and the community to be productive members and leaders of the information society, now and in the 21st century.

- The growth this district seeks most is growth in quality of education.

- Community attitudes and aspirations for children are more significant than demographic trends in determining the need for educational programs and measuring the adequacy of these programs and their related resources. The school, when tied to the local community, both reinforces that community and is reinforced by it.

- We are committed to the establishment of a continuing evaluation program which monitors cognitive development; quality of school and family relationships; quality of school, neighborhood and community relationships; intended and unintended consequences of school policies; and efficiency.

OBJECTIVE: To gather data to help prepare students and the community for the information society.

- To identify: Attitudes and beliefs about education in District 196. Where citizens obtain their information, i.e., how the attitudes and beliefs are formed.
  Demography of District residents.

- To gather data to help prepare the next district long range plan.

- To gather data to help the board of education and administration prepare short-term and long-term curriculum, facilities, staffing and financial plans.

Method

To meet our objectives, we chose to conduct a telephone survey of a random sample of adult district residents within the limits of guidelines and resources based on financial and time constraints.

Guidelines: No outside consultants.
Scientifically valid results.
Data needed by summer 1982.
Low-cost.
Survey process and questionnaire must be reviewed and approved by the superintendent and board of education.

Resources: Two staff members with backgrounds, experience and/or training in survey research and with writing skills, census/data processing skills and interpersonal relationship skills.

Support services of the administrative offices--office supplies, printing, photocopying, access to telephones.

Support of the board of education and administration.

Assistance of a citizen-staff-student task force.

Before taking any action, we began the survey process by posing and answering the following questions:

What do we want to know about our community?

We want to be aware of community attitudes towards the schools, towards staff members, towards the quality and quantity of education offered to students and towards other programs and support services offered by the school district. We also wanted information about the demographic make-up of the community and of the people who responded to the survey.

Is the survey the best way to obtain this data?

We did not want to commit a large amount of time and resources to developing and conducting a survey if the information we needed was obtainable through other channels. We could, for example, learn about citizens' attitudes towards the schools through public meetings, community groups, parent and citizen participation in school activities, etc. But the input gained from people who participate in these activities would not reflect the community as a whole, it would just reflect the attitudes of those people most involved in the schools. Since we sought information about the attitudes of the total community, it was determined that a survey of a random sample of the population would be the only way to meet our needs.

Who do we want to survey?

We want the opinions of adults who live in the school district. They are the people who pay taxes to support the schools, who may have children who attend the schools, who are able to vote in school elections and who often have strong feelings about what should and shouldn't be taught.

What type of survey should we use--mail, telephone or personal interview?

We wanted responses from a random sample of adult district residents and we wanted as high a response rate as possible. At the same time, we were limited by a seven-month timeline, by a lack of financial resources and by a shortage of staff members and volunteers experienced in survey research. Within those constraints, we determined that a telephone survey would give the highest rate of response with a relatively low expenditure of time and money. (A mail survey would have been more costly, because of postage expenses, and would (according to research) have had a lower response rate. A personal interview survey would have required a great deal more staff and volunteer time, as well as a team of highly trained people to conduct the interviews.)

Who will write the questionnaire?

It was decided that the questionnaire would be written in-house, by those persons most qualified to write it, with input from other individuals and groups. We were chosen to develop the questionnaire (and oversee the entire survey process) because of our training and background with survey research.

Who will do the interviewing?

Interviews were conducted by volunteers who were trained by the survey leaders. The volunteers were recommended by school principals in the district and were contacted with details of the project and their role.

How will the results be compiled?

The results were compiled in two steps. First, we reviewed all completed questionnaires to check for legibility and proper marking of answer categories. Then the data was processed by a computer consortium that provides data processing services to our district.

How will the results be used?

Before the questionnaire was even written, it was determined that the results would be used for short-range and long-range financial, curriculum and personnel planning in the school district. The results would be publicized to students, staff members and the public and would then be used as the basis for needed changes, maintenance of programs and further research.

When will the results be needed?

The board of education requested that the survey be completed and the data be compiled by the end of the 1981-82 school year. We used June 1982 as our goal.

The answers to these and other questions gave us the framework for the survey process. As we developed the questionnaire and prepared to conduct the survey, the following actions were taken:

1. We met approximately once a month with a task force of citizens, staff members and students who volunteered to share their ideas and react to our proposals regarding surveying the community. It was made clear from the beginning that the task force would serve in an advisory capacity, not a decision-making capacity.

2. As the staff members responsible for the survey, we did extensive research on survey research to become as 'expert' as possible. We particularly focused on telephone surveys, interviewer training and questionnaire design. This research continued throughout the duration of the survey process.

3. We sought input and held meetings with people and groups involved with the district who sought information from the community. Board of education members, the superintendent, administrators, other citizen-staff-student task forces, teachers, support staff --all had ideas about information they would like to have from the community. Their needs and wants were considered as we designed the questionnaire and, whenever possible, questions were included to give them the information they sought. Since the survey was commissioned by the board of education and superintendent, a great deal of attention was given to their needs.

4. The questionnaire went through many revisions. We began by including all the questions we would like to ask and then removing duplicates, unclear questions, questions that would give us answers that would be interesting but not really useful, etc. We tried out the questionnaire on colleagues and friends who lived outside the school district and on each other to determine if it could be read easily, if the questions were understood and if the answer categories were appropriate. Refinements continued almost until the last minute. The final questionnaire was approved after the pre-test and just days before the survey was to be conducted.

5. Volunteer interviewers were recruited with the help of our 15 building principals. Each principal was asked to send us the names of three people in his or her attendance area who had been involved with school activities and who had, so far as could be determined, a good 'telephone voice.' We contacted those 45 people and explained our project to them and discussed what their role would be if they volunteered to be telephone interviewers. Twenty-six people were selected as volunteer interviewers--they were interested in the project and had the time available when they were needed.

6. We held two training sessions for volunteers, including the pre-test. In the sessions we reviewed the questionnaire, strongly emphasized the rules of good telephone interviewing (i.e., reading the questions exactly as written, refraining from volunteering opinions or giving extra information, etc.), discussed how to be sure the interviewer had reached the appropriate respondent and gave the volunteers an opportunity to practice interviewing each other. We also emphasized the importance of confidentiality and did not allow the volunteers to take questionnaires home with them.

7. A pre-letter was sent to respondents to let them know that the survey was being conducted and why it was being conducted, informing them that they would be called and during what period of time and assuring them of the confidentiality of the interview. We also let them know that the results would be publicized. In retrospect, it is clear that the pre-letter did smooth the way in many cases for our interviewers.

8. A scientific random sample was selected with the help of a random sample table. We determined that for our population of 47,000, a random sample of 384 would give us a valid sample of our community within a five percent confidence level. The sample was selected at random, by computer, from the district resident census file. (The file includes a list of every household in the district.) The sample selected was large enough so a sample of the sample could be used for the pre-test.

9. The pre-test (of a sub-sample of the sample) was conducted on a Saturday morning with the trained volunteer interviewers. They were instructed to keep track of any problems or misunderstandings they had with the questions or questionnaire, as well as to note responses.

10. The survey was conducted from 6:30-9:30 p.m., on Monday, Tuesday, Wednesday and Thursday in early May. The interviewers worked from telephones available in the school district administrative offices. There were two or three supervisors present at all times to answer questions, help with problems, observe the interviewers and check completed questionnaires. Food and beverages were provided in a central location where the volunteers could come to talk, ask questions or just relax between interviews. All 384 phone numbers were called within the first two nights and the last two nights (and a bit of time during the day) were used for callbacks.

11. Each completed questionnaire was reviewed to be sure there were answers to every question and every answer was legible. Comments, answers to open-ended questions and answers that fit in the 'other' category were coded for data processing.

12. The processed data was presented on the basis of 'How can we best use this information to improve the quality of education we provide?'

13. The data was presented to the board of education in a special report at a board meeting and a complete summary of the results was published and distributed to staff members and all district residents.

14. The data has been used to improve the instructional program, as a guide to provide parents and citizens with the information they want about the schools and as a basis for short-range and long-range planning by the board of education, administration and task forces.

RESULTS: Data which has provided a basis for strategies and tactics to move the district and the community into the information society.

- A response rate of 87 percent.
- Responses from a scientifically random sample of the population as verified by the demographic data from the survey compared to demographic data from the district census department.

EDUCATIONAL IMPORTANCE

Public education is faced with decreasing sources of money and a shift from federal and state support of schools to local support of schools. Our local communities, therefore, are demanding and have the right to demand that their schools be responsive to their needs. Before we can meet these needs and help our communities move into the future, we must know what the needs and attitudes are. Knowledge of our communities becomes more and more important. Survey research is a low-cost, practical way to gather a great deal of information about the community while also involving the community in the schools. A well-done community survey results in increased knowledge for the district, an increased sense of involvement in the schools by the community and a higher level of support and trust between the schools and community.

PLAN FOR DISTRICT 196 SURVEY

April 12, 1982

I. What We Want to Know
   - A. Attitudes and beliefs about education in this school district
   - B. Demographic information about the respondents (and hence the citizens of the District as a whole)
   - C. Information about where citizens get their information, i.e., how are the attitudes and beliefs formed
   - D. A sense of the amount of support for the District from citizens

II. Why We Want to Know
   - A. The first Board of Education goal for 1981-82 states: "Conduct a district-wide research survey of the citizens in regard to the education of students in District 196."
   - B. Gather information to help prepare the next long range plan
   - C. Gather information to help the Board of Education and administration prepare short-term and long-term curriculum, facilities, staffing and financial plans
   - D. Gather information regarding attitudes towards the purpose, mission and goals of the District.

III. The Best Way to Obtain This Information is to Conduct a Survey
   - A. A survey is effective
   - B. A survey provides reliable information

IV. Type of Survey to be Used
   - A. Telephone
     1. Quick
     2. Easily covers wide geographic area
     3. Relatively inexpensive
     4. High response rate from selected respondents
     5. Relatively easy to manage and supervise from central location
   - B. Random sample of all District citizens

V. Confidence Limit - a scientific sample will be chosen so that data generated from the survey will have a five percent error factor--95 percent accuracy

VI. Timeline

A.	February 1 - March 12:	development of first draft
B.	March 15:	meeting of citizen-staff-student committee to review survey
C.	March 16 - April 14:	revise survey, select sample
D.	April 15 - May 2:	train interviewers, pretest and revise survey and prepare final survey
E.	April 28:	send pre-letter
F.	April 29:	meeting of citizen-staff-student committee to review pretest and final survey

G. May 3 - May 8: conduct survey
H. May 10 - May 28: tabulate and analyze data
I. May 28 -June 13: prepare final report
J. June 14: report to Board of Education
K. After June 14: report to staff and public

VII. Content Area of Survey
A. Communications
B. Knowledge of and attitudes toward finances
C. Community-District interaction
D. Social issues
E. Curriculum
F. Community Education
G. Teachers and teaching-learning
H. Support services
I. Student evaluation/testing/conferences
J. Demographic information

D18B/1-2
1/18/83
District Survey Plan

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068

Survey Chronology
January-August 1982

Jan. 21, 1982 - Survey Committee Meeting
- Citizens, staff, students
  - Need for survey
    - Components of a good survey
      - Know what you want to find out
      - Know why you want to find out
      - Questionnaire should be easy to complete
      - Data should be easy to compile
      - Questions should be written with care
      - Know how results will be used
      - Know who reader is
    - Brainstorm topics
    - Decision--questionnaire will be designed by staff

Feb. 1 - Survey Committee Meeting
- Broke up into small groups to discuss categories.
  - Curriculum/staff
  - Social issues/District as an organization
  - Facilities/finances/support services
- Discussed type of survey
- Discussed time line

Gathered input and suggestions from staff members, citizens, board members, other committees and task forces.

Decided to conduct a telephone survey--quick, easily covers wide area, relatively easy to train interviewers, inexpensive, high response rate, easy to manage.

Developed a first-draft questionnaire with 101 questions; reviewed with superintendent and board chair; revised and shortened.

Researched telephone surveys.

March 15 - Task Force Meeting
- Reviewed progress
- Discussed paid or volunteer interviewers
- Reviewed pre-letter, questionnaire, time line and suggested revisions.

March 19 - Sent letter to principals requesting names of volunteers.

March 25 - Set list of activities still to be done.

Reviewed project outline.

April 13 - Selected random sample from census data
Sent letters to volunteers

April 22 - Volunteer training session

April 24 - Pre-test, using volunteers
Training session

April 28 - Sent pre-letter to potential respondents.

April 29 - Task Force meeting
Reviewed activities, questionnaire
Discussed tabulation and analysis of data

May 3-7 - Conducted survey

May 10-14 - Prepared surveys for data processing

May 14 - Met with person who would be doing data processing

June 30 - Received data

August 2 - Reported results to Board of Education

August 10 - Sent results to staff and public

D18A/4-5
M-NSPRA
11/3/82

April 13, 1982

¥inside_address¥

Dear ¥salutation_name¥:

Your name was given to us by ¥submitted_by¥ as a person who is willing to help conduct the District-wide survey which will be held during the first week of May. Thank you for volunteering your time and energy.

This survey is designed to determine attitudes and beliefs about education in District 196, where and how District citizens obtain information about the District, and the amount of support for the District. Your role will be to help us obtain this information through telephone interviews with a random sample of District citizens.

Because certain procedures must be followed to ensure the validity of the survey, we will be holding training sessions from 7-9 p.m., Thursday, April 22, and from 9:30-11:30 a.m., Saturday, April 24. It is extremely important that you attend both sessions.

During the survey itself, we will need volunteer services from 6-9 p.m., Monday, May 3 through Thursday, May 7. Some interviews may also have to be conducted during a weekday or on Saturday of that same week. More information about the survey is attached and we will send you an agenda for the first training session early next week.

Thank you very much for your willingness to volunteer. With your help we will be able to conduct a survey that will give the District 196 Board of Education and administration valuable information to use as they plan for the future.

Please call JoAnne Ellison or Ellen Ferber, 423-4441, ext. 278 or 300, if you have questions. We look forward to seeing you on April 22 and working with you on this survey.

Sincerely,

Robert Keeton
Director of Human Resources

JoAnne Ellison
Director of Research and Census

Ellen Ferber
Communications Specialist

xc: Dr. Ruth E. Randall
Board of Education

Attachments
D18B/1

INDEPENDENT SCHOOL DISTRICT 196
14445 DIAMOND PATH
ROSEMOUNT, MINNESOTA 55068
612-423-4441

DR. RUTH E. RANDALL
SUPERINTENDENT

**** IMPORTANT SURVEY ****

April 28, 1982

Dear District 196 Citizen:

Between May 3 and 7, you will be called by an interviewer from Independent School District 196 as part of a district-wide survey.

I am writing in advance of the telephone call because many people appreciate being advised that a research study is in process, and that they will be called. Your telephone number is one of many in the District that has been chosen through a computer process to give a random sample of District citizens.

When the trained interviewer calls, he or she will ask to interview an adult member of your family. All individual answers will remain confidential. The interviews will be conducted between 6 and 9 p.m. and should last only 10 to 15 minutes. If you are called at an inconvenient time, please tell the interviewer and he or she will be happy to call back later.

One of the 1981-82 Board of Education goals for the District is to conduct a district-wide survey of the citizens and use the results to begin development of the next five year long range plan. Your cooperation and that of the other citizens being asked to participate in this survey will be valuable in helping the District plan for the continued quality education of students in the months and years ahead.

Survey results will be sent to all citizens during the summer.

If you have any questions or if you wish to be called at a particular time, contact JoAnne Ellison at 423-4441, ext. 278, or Ellen Ferber at 423-4441, ext. 300. We greatly appreciate your assistance.

Sincerely,

Dr. Ruth E. Randall
Superintendent

D3RR/1
3/15/82

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068

May 1982
Citizens Survey

WHAT THE RESPONDENT MIGHT LIKE TO KNOW ABOUT THIS STUDY

ABOUT THE SURVEY

WHO IS SPONSORING (PAYING FOR) THE SURVEY?
It is staffed by volunteers from the school district. No special funds have been allocated.

WHAT IS THE PURPOSE OF THIS SURVEY?
There is a lot that isn't known about what makes people satisfied with their school district. Studies such as this one are done to find out what people especially like and don't like about Independent School District 196.

WHO IS THE PERSON RESPONSIBLE FOR THE SURVEY? MAY I TALK TO HIM/HER?
There are three people responsible: Robert Keeton, Ellen Ferber and JoAnne Ellison. I am sure any of them would be happy to talk with you. I can have one of them call you or, if you like, you can call them. Their telephone numbers are: Robert Keeton, 423-4441, ext. 316; Ellen Ferber, 423-4441, ext. 300; Joanne Ellison, 423-4441, ext. 278.

WHO ARE YOU INTERVIEWING?
We are interviewing a scientifically random sample of the adult population of District 196.

ABOUT THE RESPONDENT'S ROLE IN THE SURVEY

HOW DID YOU GET MY TELEPHONE NUMBER?
Everyone's number was drawn at random from the current school census directory. This insured that every telephone number had an equal chance of being drawn. It is strictly by chance that your number was drawn.

HOW CAN I BE SURE THIS IS AUTHENTIC?
I would be glad to give you my telephone number here in the District Office and you may call me back.

(IF THAT ISN'T ACCEPTABLE) I can give you my supervisor's number and you can call him/her. That number is 423-4441, ext._____.

WHY DON'T YOU INTERVIEW MY STUDENT?
We can't do that because that would keep our survey from being representative of the entire adult population.

IS THIS CONFIDENTIAL?

Yes, most definitely! After the interview is completed the answers are put onto computer cards without the phone numbers. Then the questionnaires are thrown away. All information we release will be in the form of percentages. In this form no individual response can ever be identified.

Also, the matter of confidentiality is terribly important to the success of our survey. Thus, we are very careful to protect people's anonymity.

CAN I GET A COPY OF RESULTS?

Yes, they will be sent to all residences in the District this summer. We hope to have the results ready in about two months.

THIS SURVEY IN PARTICULAR

POSSIBLE ANSWERS TO REASONS FOR REFUSALS

REASONS FOR REFUSING	. . . AND POSSIBLE RESPONSES
TOO BUSY	This should only take a few minutes. Sorry to have caught you at a bad time. I'd be happy to call back. When would be a good time for me to call in the next day or two?
BAD HEALTH.	I'm sorry to hear that. Have you been sick long? I'd be happy to call back in a day or two. Would that be okay? (IF LENGTHY OR SERIOUS ILLNESS, SUBSTITUTE ANOTHER ADULT MEMBER OF HOUSEHOLD. IF THAT ISN'T POSSIBLE, EXCUSE YOURSELF AND INDICATE THEY WILL NOT BE CALLED AGAIN.)
NO STUDENTS.	Your opinions are just as important in this particular survey as anyone else's. In order for the results to be representative for all citizens of the District, we have to be sure that people without students have as much chance to give their opinion as anyone else. We really do want your opinion.
FEEL INADEQUATE: DON'T KNOW ENOUGH TO ANSWER . . .	The questions are not at all difficult. They mostly concern how you feel about your schools rather than how much you know about certain things. Some of the people we've already interviewed had the same concern you have, but once we got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions to you and you can see what they're like.

NOT INTERESTED. . . . . .It's very important that we get the opinions of everyone in the sample so the results will be valid. So, I'd really like to talk with you.

NO ONE ELSE'S BUSINESS. . . . I can certainly understand your feelings; WHAT I THINK that's why all of our interviews are confidential. Protecting people's privacy is one of our major concerns and to do it people's telephone numbers are separated from the answers just as soon as the interview is over. And all the results are released in a way that no single individual can ever be identified.

OBJECTS TO SURVEYS. . . . . We think this particular survey is very important because the answers to the questions will help school officials plan for the future. We would really like to have your opinion, too.

OBJECTS TO TELEPHONE SURVEYS. . . .We're doing this survey by telephone, because it is so much faster and it costs a lot less.

<u>If a respondent becomes incensed, uses abusive language, etc., be nice! Do not hang up! Keep cool!</u>

This is not likely to happen. If it does, be patient, maybe the person had a bad day. Some responses that might help:

"Yes, I see. Uh-huh."

"Yes, I understand you do feel quite strongly about this matter. But we really do need the information."

If all else fails, call for a supervisor or wait for the opportunity to say something to this effect:

"I think I can understand your feelings, and you're not wanting to complete the interview. Thank you very much any way. Good-bye."

ACTIVITIES THAT MUST BE DONE BEFORE INTERVIEWS BEGIN

Draw sample
___Random numbers generated by computer (or manually from table) and printed on lists for distribution to interviewers

Facilities and equipment
___Access to telephones arranged
___Telephones checked to be sure they are in working order
___Chairs and tables assembled (if needed)
___Labeled boxes for sorting questionnaires into appropriate categories (e.g., refusals, completions and call-backs)

Materials
___Questionnaires
  ___Duplicated
  ___Assembled
  ___Cover page and selection procedures (if any) added
  ___Directory listing attached to cover page (if applicable)
  ___Randomized for distribution to interviewers
___"What the Respondent Might Like to Know" duplicated
___"Rules Book" duplicated
___Special dialing instructions duplicated (if needed)
___Pencils, notepads, thumbtacks, rubber bands and other miscellaneous supplies
___All of the above placed at each interviewing station

Advance letter
___Printed, personalized and stuffed into envelopes
___Mailed three to five days before call is likely to be made

Personnel
___Interviewers
  ___Hired
  ___Trained
  ___Scheduled
___Supervisory personnel scheduled
___Persons to check questionnaires for completeness scheduled
___Person to "trouble-shoot" disconnected numbers and other problem calls scheduled

Other resources
___Notify relevant officials that survey is in process

61JE/I4
3/25/82

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068

Citizens Survey
May 1982

COVER PAGE CALL RECORD

Phone _____

Hello. Is this (telephone number) ?
(IF NO.) The number I was calling is _____.
(IF WRONG NUMBER, TERMINATE WITH, E.G.: I am sorry to have bothered you.)

This is interviewer's name from Independent School District Number 196.

(Go to page 2)

COMPUTER CODE

ID #.....1-
Sex 1 Male
2 Female...6

County.....7
Final Status....9

1 = IC
2 = PIC
3 = REF
4 = DISC
5 = WN
6 = NA

Date	Time	Interviewer	Result	Code for Recalls

Abbreviations:

NA = No answer
NH = Not home
WR = Will return (when)
REF = Refused (when, why, at what point, M or F)
IC = Interview completed (we like this one)
PIC = Partially completed
WN = Wrong number
DISC = Disconnect

Code for Recalls:

A = Respondent not home
B = Respondent selected only
C = Have talked with respondent (give any instructions helpful for interview)

61JE/I5
3/24/82

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068

Citizens Survey
May 1982

RULE BOOK

A. Before you start, be sure to. . .

1. Post this "Rule Book" and "What the Respondent Might Like to Know" in front of you.
2. Put on your name tag.
3. Look through telephone numbers on stack of questionnaires; if you know any of them give that questionnaire back to supervisor.
4. Be sure you have three sharpened pencils with eraser.
5. Be sure you have a tablet for taking notes.

B. Who to talk to

Avoid going through the survey explanation with person who is not member of the household (e.g., babysitters) or young children. Ask when the family (or parents) will return and tell them you will call back.

C. The interview: Be sure to . . .

1. Mark the time the interview begins.
2. Read questions precisely as written.

As you know, even a single word can drastically change the meaning of a question for respondents. Attempts to interpret the question in response to a respondent's query frequently does the same thing. Key phrases you might use to respond to the question of "What do you mean?" include:

"I'm sorry, I don't have that information."

"It's important that the question be answered as best you can in terms of the way it's stated. Maybe I could read it to you again."

"I will write down the concern (or qualification) you just mentioned so it will be taken into account in the analysis."

3. Know what to do if the respondent misunderstands the question.

It is very easy for respondents to miss a word or two that is crucial to the meaning of the question. Sometimes they are embarrassed to admit that they didn't quite understand. If you suspect a question has been misunderstood, do not tell the respondent that you think he/she misunderstood. These responses may be of help:

"Could I reread the question and the answer I've written down just to be sure I have everything you wanted to say?"

"I think I may not have read the question correctly, so, may I read it again to be sure?"

4. Use neutral probes as needed.

When you are in doubt about how to interpret the respondent's answer or what it means, the coder will be in even greater doubt. Probe until you are sure. But do it neutrally. A statement like, "Then what you really mean is ..." does not convey neutrality.

Before accepting an answer of, "I don't know," be sure to probe. Respondents frequently use that phrase in a way that says, "I'm thinking!"

Some examples of probes you might use:

> "Yes, I see," (or) "Uh-huh," stated in an expectant manner and followed by a pause.
>
> "Could you be a little more specific?"
>
> "I'm not sure I am entirely clear about what you mean. Could you explain it a little more?"
>
> "Could I read back what I have written down to be sure I have exactly what you wanted to say?"

5. Write down everything.

If a respondent qualifies an answer or if a comment (probe) you offer stimulates a new response, write it down. Attempt to get it verbatim. Remember, if your handwriting is poor you may need to rewrite answers after interviews. Therefore, don't waste space by writing in the answer while on the telephone.

6. If you need help, raise your hand or excuse yourself and get a supervisor.

Sometimes a respondent wants to know more about a question or reasons for the study, etc. than you can tell him/her. If in your judgment it's warranted, don't hesitate to ask the supervisor for help.

7. If a respondent becomes incensed, uses abusive language, etc., be nice! Do not hang up! Keep cool!

This is not likely to happen. If it does, be patient, maybe the person had a bad day. Some responses that might help:

> "Yes, I see. Uh-huh."
>
> "Yes, I understand you do feel quite strongly about this matter. But, we really do need the information."

If all else fails, call for a supervisor or wait for the opportunity to say something to this effect:

> "I think I can understand your feelings, and you're not wanting to complete the interview. Thank you very much any way. Good bye."

D. When you hang up....

1. Immediately record time and calculate length of interview.

2. Go over every single answer to make sure it was done correctly. Re-write answers to open-end questions which you even suspect might be illegible.

3. Fill out the interview evaluation form.

4. Hand completed form to supervisor immediately (if available). Or put on top of stack of "call-backs" in plain view so the supervisor will know it's ready to be picked up.

1. Check with supervisor, explaining any call-backs that need special attention.

2. Do not take anything home with you. All questionnaires, codebooks, etc. must remain in the office.

F. After you have left....

We have an obligation to respondent's to keep their interviews confidential. This obligation must be honored. Therefore, please do not tell anyone the substance of any interview or part of an interview, no matter how fascinating or interesting it was. Also, please avoid giving your own summary of findings. Just because 90 percent of your respondents feel a certain way does not mean that 90 percent of everyone else's feel the same way. Confidentiality is essential. If you want a copy of results from this survey, let the supervisor know and we will be sure you get them just as soon as they are available.

61JE/6-8
3/25/82

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068

TELEPHONE TRAINING FOR SURVEYORS

I. Operate telephone
   A. Dial 9 - then number - if using inside line
   B. Dial number - if using outside line

II. Answering respondents' questions
   A. Summary sheet of background
   B. Paraphrase rather than verbatim

III. Completing the call record
   A. Front page
   B. Date and time
   C. Interviewer's name
   D. Recall code - know who has been spoken to before in the home

IV. Administering questionnaire
   A. Practice, practice
      1. Read as written
      2. Be prepared to answer questions about study
      3. Adjust voice and speed
      4. Write answer while mentally preparing for next question
      5. Politely ask the respondent to slow down so answer can be recorded
   B. "Rule Book"
      1. Pre- and post-interview procedures
      2. Actual interview schedule
   C. Practice interviews
      1. Observation - role played by trainer
      2. Interviewer to interview another trainee - "What Respondent Might Like to Know" sheet
      3. Trainee interviews supervisor - supervisor - very difficult
      4. Pre-test - usually easier than practice sessions

V. Editing the completed questionnaire immediately

VI. Scheduling interview sessions
   A. Days and times
      1. Weekend - if specified or not weekday contact
      2. Weekday afternoon - no answer weekday evenings or weekend
      3. Weekday morning - last resort
      4. 4-7% no answers
   B. One or two interviewers to call during day hours

61JE/I9
4/8/82

Appropriate Sizes of Simple Random Samples for Specific Permissible Errors When the Confidence Level is 90% or 95%

Population Size	95% + - 5%	90% + - 5%	90% + - 10%
100	79	73	41
200	132	115	51
300	168	142	55
400	196	161	58
500	217	176	60
600	234	186	61
700	248	195	62
800	260	202	62
900	269	208	63
1,000	278	213	63
1,500	303	229	65
2,000	322	238	65
3,000	341	248	66
4,000	350	253	67
5,000	357	257	67
6,000	361	259	67
7,000	364	261	67
8,000	367	262	67
9,000	368	263	67
10,000	370	263	67
15,000	375	266	67
20,000	377	267	67
25,000	378	268	67
30,000	379	268	68
40,000	381	269	68
50,000	381	269	68
75,000	382	270	68
100,000	383	270	68
500,000	384	270	68
1,000,000	384	271	68
2,000,000	384	271	68

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota 55068

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D18A/6
M-NSPRA
11/3/82

SURVEY
May 3, 1982

INDEPENDENT SCHOOL DISTRICT 196
14445 Diamond Path
Rosemount, Minnesota 55068

Hello. Is this _____?

(IF YES)--This is _____ (your name), a volunteer for School District 196.

(IF NO)--The number I was calling is _____. (IF WRONG NUMBER, TERMINATE WITH, E.G.): I am sorry to have bothered you.

Last week we sent you a letter about the district survey. Did you receive it? (___YES ___NO)

IF YES

Are you the adult who wishes to respond to this survey?

IF YES

As you recall, we are conducting a survey of citizens about the education of students in District 196. We appreciate your help. The interview should take 10 to 15 minutes. All answers you give us will remain confidential.

(Go immediately to the the first question.)

IF NO

(Ask to speak to the appropriate adult.)

(If that person isn't there, arrange for a call-back.)

(If the appropriate adult comes to the phone)--Hello, this is_____, a volunteer for School District 196. As you recall, we are conducting a survey of citizens about the education of students in District 196. We appreciate your help. The interview should take 10 to 15 minutes. All answers you give us will remain confidential.

(Go immediately to the first question.)

IF NO

I'm sorry yours didn't reach you. It was a brief letter letting people know we would be calling May I talk to an adult member of the household?

IF SAME PERSON

We are calling a random sample of District citizens as part of a survey to help the District prepare the next five-year long range plan. All answers will remain confidential. We appreciate your help. The interview should take 10 to 15 minutes.

(Go immediately to the first question.)

IF A DIFFERENT PERSON

(If appropriate different person is not there, arrange for a call-back.)

(If appropriate different person comes to the phone)--Hello, this is_____, a volunteer for School District 196. We are calling a random sample of District citizens as part of a survey to help the District prepare the next five-year long range plan. All answers will remain confidential. We appreciate your help. The interview should take 10 15 minutes.)

(Go immediately to the first question.)

We'll begin the survey with a couple of questions about communications. Please answer the questions in terms of the way they are asked.

1. In general, how informed do you think you are about what's going on in District 196?

(Check one. Do not read options.)

____VERY INFORMED. 1
____INFORMED 2
____NOT VERY INFORMED. 3
____NOT INFORMED 4
____DON'T KNOW/NO ANSWER . . .5

2. Where do you get most of your information about the school district?

(Check all that apply. Do not read options.)

____NEWSPAPERS 1
____SCHOOL PUBLICATIONS/ NEWSLETTERS. 2
____NEIGHBORS. 3
____YOUR CHILDREN. 4
____OTHER (SPECIFY). 5

_____

_____

Now I'm going to ask you a few questions about interaction between citizens and the district.

3. In your opinion, what should the school district do for the community that it is not doing now? (Write verbatim--do not summarize.)

_____

_____

_____

4. Did you vote in a school district election during the past year?

(Check one. Do not read options.)

____YES. 1
____NO 2
____DON'T REMEMBER 3

5. In general, what do you think is the biggest problem facing the school district?

(Check one. Do not read.)

____GROWTH 1
____MONEY/FINANCES/STATE AID. 2
____MANAGEMENT 3
____TEACHERS 4
____TEACHING METHODS 5
____STUDENT DISCIPLINE . . .6
____DRUGS, ALCOHOL 7
____OUTSIDE POLITICS THAT AFFECT THE SCHOOLS . .8
____THE PRESENT SCHOOL CALENDAR 9
____BUILDING/FACILITIES. . .10
____COMMUNICATIONS TO PARENTS AND/OR CITIZENS. . . .11
____TRANSPORTATION 12
____OTHER (SPECIFY). 13

_____

_____

d6. Please identify which institutions--family, school, religious institution, community or other--you believe are most appropriate for addressing the following issues: (Read issues. Circle as many answers as apply for each issue. Repeat categories as needed.)

	FAMILY	SCHOOL	RELIGIOUS INSTITUTION	COMMUNITY	OTHER	DON'T KNOW/ NO OPINION
1. Self-concept	1	2	3	4	5	6
2. Moral development	1	2	3	4	5	6
3. Chemical use	1	2	3	4	5	6
4. Sex education	1	2	3	4	5	6
5. Child abuse	1	2	3	4	5	6
6. Career planning	1	2	3	4	5	6
7. Parenting	1	2	3	4	5	6
8. Male/female roles	1	2	3	4	5	6
9. Cultural differences	1	2	3	4	5	6
10. Death and dying	1	2	3	4	5	6
11. Citizenship	1	2	3	4	5	6

Now I'm going to ask you about students and curriculum.

7. In your opinion, are the following topics very important, important, not very important or not at all important for students to learn? (Read topics. Circle one answer for each topic.)

	VERY IMPORTANT	IMPORTANT	NOT VERY IMPORTANT	NOT AT ALL IMPORTANT
1. Listening and speaking skills	1	2	3	4
2. Reading, writing and arithmetic	1	2	3	4
3. The ability to know, understand and use information	1	2	3	4
4. Computer skills	1	2	3	4
5. Vocational skills	1	2	3	4
6. Fine arts (music, art, theater, dance)	1	2	3	4
7. College preparation	1	2	3	4
8. Athletic skills	1	2	3	4
9. Science and social studies	1	2	3	4

8. The district has a number of programs for high potential students. In your opinion, should these programs be expanded, reduced or kept as is?

(Do not read options. Check one.)

___EXPANDED 1
___KEPT AS IS 2
___REDUCED. 3

9. The district has a number of programs for students who have trouble learning. In your opinion, should these programs be expanded, reduced or kept as is?

(Do not read options. Check one.)

___EXPANDED 1
___KEPT AS IS 2
___REDUCED. 3

10. In general, what is your opinion of the educational program provided by District 196? (Write verbatim--do not summarize.)

_____

_____

11. What does District 196 Community Education mean to you?

(Do not read options. Check all that apply.)

___OPPORTUNITY FOR COMMUNITY INVOLVEMENT. 1
___ACCESS TO FACILITIES . .2
___ADULT EDUCATION CLASSES AND TOURS. 3
___G.E.D. (HIGH SCHOOL EQUIVALENCY PROGRAM) OR E.S.L. (ENGLISH AS A SECOND LANGUAGE PROGRAM). 4

(IF DON'T KNOW--SKIP TO QUESTION 14.)

___COMMUNITY INFORMATION CLEARINGHOUSE. 5
___DON'T KNOW 6
___OTHER (SPECIFY). 7

_____

_____

12. In your opinion, should Community Education programs be expanded, reduced or kept as is?

(Do not read options. Check one.)

____EXPANDED 1
____KEPT AS IS 2
____REDUCED. 3

13. In your opinion, are District 196 Community Education programs very effective, effective, not very effective or not at all effective in meeting the needs of District residents?

(Do not read options. Check one.)

____VERY EFFECTIVE 1
____EFFECTIVE. 2
____NOT VERY EFFECTIVE . . .3
____NOT AT ALL EFFECTIVE . .4
____DON'T KNOW/NO OPINION. .5

At this point I'd like you to turn your thoughts towards teachers in District 196.

Please tell me if you strongly agree, agree, disagree or strongly disagree with the following statements.

14. In general, teachers are interested in student ideas and opinions.

(Do not read options. Check one.)

____STRONGLY AGREE 1
____AGREE (MORE THAN DISAGREE). 2
____DISAGREE (MORE THAN AGREE) 3
____STRONGLY DISAGREE. . . .4
____DON'T KNOW/NO ANSWER . .5

15. In general, teachers inspire students to use their potential.

(Do not read options. Check one.)

____STRONGLY AGREE 1
____AGREE (MORE THAN DISAGREE). 2
____DISAGREE (MORE THAN AGREE) 3
____STRONGLY DISAGREE. . . .4
____DON'T KNOW/NO ANSWER . .5

16. In general, teachers are constantly looking for ways to improve teaching and learning.

(Do not read options. Check one.)

____STRONGLY AGREE 1
____AGREE (MORE THAN DISAGREE). 2
____DISAGREE (MORE THAN AGREE) 3
____STRONGLY DISAGREE. . . .4
____DON'T KNOW/NO ANSWER . .5

17. In general, teachers care about students.

(Do not read options. Check one.)

____STRONGLY AGREE 1
____AGREE (MORE THAN DISAGREE). 2
____DISAGREE (MORE THAN AGREE) 3
____STRONGLY DISAGREE. . . .4
____DON'T KNOW/NO ANSWER . .5

Now we'd like some background information about you to help us analyze the results of this survey. Please remember, this will be kept confidential.

18. Which one of the following age categories is appropriate for you?

(Read options. Check one.)

____18-29. 1
____30-39. 2
____40-49. 3
____50-64. 4
____64+. 5
____NO ANSWER. 6

19. How long have you lived in District 196?

(Do not read options. Check one.)

____LESS THAN ONE YEAR . . .1
____1-3 YEARS. 2
____4-9 YEARS. 3
____10-14 YEARS. 4
____15 OR MORE YEARS 5
____DON'T KNOW/NO ANSWER . .6

20. In what city do you live?

(Do not read options. Check one.)

____ROSEMOUNT. 1
____APPLE VALLEY 2
____LAKEVILLE. 3
____EAGAN. 4
____BURNVSILLE 5
____EMPIRE 6
____COATES 7
____INVER GROVE HEIGHTS. . .8
____VERMILLION 9
____OTHER (SPECIFY). 10

_____

21. Do you have children?

(Do not read options. Check one.)

____YES. 1
____NO 2

(IF NO)--We have now completed our survey. Do you have any other comments you would like to make about the school district? (Write verbatim--do not summarize.)

_____

_____

Thank you very much for your time. You have been very helpful. Goodbye.

22. (IF YES) What are their ages?

(Do not read options. Mark as many as apply. Note ages.)

____UNDER 5 (PRESCHOOL). . .1
____5-18 (SCHOOL AGE). . . .2
____19 OR OVER (POST-SCHOOL AGE) 3

(IF children 5-18, continue; otherwise)--We have now completed the survey. Do you have any other comments you would like to make about the school district? (Write verbatim--do not summarize.)

_____

_____

Thank you very much for your time. You have been very helpful. Goodbye.

23. Do you have children in the public schools?

(Do not read options. Check one.)

____YES. 1
____NO 2

(IF NO)--We have now completed the survey. Do you have any other comments you would like to make about the school district? (Write verbatim--do not summarize.)

_____

_____

Thank you very much for your time. You have been very helpful. Goodbye.

24. Which schools do your children attend?

(Do not read options. Mark as many as apply.)

____ APPLE VALLEY HIGH. 1
____ ROSEMOUNT HIGH 2
____ ROSEMOUNT MIDDLE 3
____ SCOTT HIGHLANDS MIDDLE 4
____ VALLEY MIDDLE. 5
____ CEDAR PARK 6
____ DIAMOND PATH 7
____ ECHO PARK. 8
____ GREENLEAF. 9
____ NORTHVIEW 10
____ PARKVIEW 11
____ ROSEMOUNT ELEMENTARY 12
____ SOUTHVIEW. 13
____ THOMAS LAKE. 14
____ WESTVIEW 15

Please answer the remaining questions in terms of your eldest child in school.

25. Because your child spends so much time at school, teachers and other staff have a great deal of information about your child. What do you want the staff to tell you about your child? (Write verbatim--do not summarize.)

_____

_____

_____

26. How welcome do you feel at the school your child attends?

(Do not read options. Check one.)

____VERY WELCOME 1
____WELCOME. 2
____NOT VERY WELCOME 3
____NOT WELCOME. 4
____DON'T KNOW 5

27. If you were concerned about a problem at school, who would you contact first?

(Check one. Do not read options.)

____TEACHER. 1
____PRINCIPAL. 2
____SUPERINTENDENT OR DISTRICT OFFICE ADMINISTRATOR. 3
____BOARD OF EDUCATION . . .4
____OTHER STAFF MEMBER (SPECIFY). 5
____WOULD NOT CONTACT ANYONE 6
____DON'T KNOW/NO OPINION. .7
____OTHER (SPECIFY). 8

_____

_____

28. Has a teacher or principal contacted you this school year to talk about your child, other than for scheduled parent-teacher conferences?

(Do not read options. Check one.)

____YES. 1
____NO 2
____DON'T REMEMBER 3

(IF NO, SKIP TO QUESTION 30)

29. In your opinion, was it a positive message?

(Do not read options. Check one.)

____YES. 1
____NO 2
____OTHER (SPECIFY). 3

_____

_____

30. If you openly criticize the school, do you think someone at school will take it out on your child?

(Do not read options. Check one.)

____YES. 1
____NO 2
____NO OPINION/DON'T KNOW. .3

31. What is your biggest concern about the school your child attends?

(Do not read options. Check one.)

____THE WAY THE SCHOOL IS RUN. 1
____TEACHERS/TEACHING METHODS. 2
____PHYSICAL ENVIRONMENT OF THE SCHOOL 3
____STUDENT BEHAVIOR 4
____OUTSIDE INFLUENCES . . .5
____CROWDING 6
____LACK OF EQUIPMENT. . . .7
____NO CONCERN 8
____OTHER (SPECIFY). 9

_____

_____

32. What do you think affects your child's decisions most?

(Do not read options. Check one.)

____PEER ATTITUDES 1
____FAMILY/PARENTS 2
____RELIGIOUS CONVICTION . .3
____HIS OR HER OWN PERSONAL VALUES 4
____OTHER (SPECIFY). 5

_____

_____

33. Do you feel that too much, not enough or the right amount of work is expected of your child in school?

(Do not read options. Check one.)

____TOO MUCH 1
____NOT ENOUGH 2
____THE RIGHT AMOUNT 3
____NO OPINION 4

34. On the average, how many hours a day does your child spend on homework?

(Do not read options. Check one.)

____LESS THAN ONE. 1
____1 - 2. 2
____3 - 4. 3
____MORE THAN 4. 4

35. Do you feel that this is too much, not enough or the right amount of homework?

(Do not read options. Check one.)

____TOO MUCH 1
____RIGHT AMOUNT 2
____NOT ENOUGH 3
____NO OPINION 4

36. In general, how satisfied are you with the services provided by the school nurse?

(Do not read options. Check one.)

____VERY SATISFIED 1
____SATISFIED. 2
____DISSATISFIED 3
____VERY DISSATISFIED. . . .4
____DON'T KNOW 5

37. Does your child participate in the school lunch program?

(Do not read options. Check one.)

____YES. 1
____SOMETIMES. 2
____NO 3

(IF NO, SKIP TO QUESTION 40)

38. In general, how satisfied are you with the quality of the food provided by the school lunch program?

(Do not read options. Check one.)

____VERY SATISFIED 1
____SATISFIED. 2
____DISSATISFIED 3
____VERY DISSATISFIED. . . .4
____DON'T KNOW 5

39. In general, do you feel the cost of school lunch is too high, just about right or too low?

(Do not read options. Check one.)

____TOO HIGH 1
____JUST ABOUT RIGHT 2
____TOO LOW. 3
____NO ANSWER/DON'T KNOW . .5

40. Does your child ride the school bus this year?

(Do not read options. Check one.)

____YES. 1
____NO 2

(IF NO, SKIP TO QUESTION 42)

41. In general, how satisfied are you with the bus service provided for your child by the school district?

(Do not read options. Check one.)

____VERY SATISFIED 1
____SATISFIED. 2
____DISSATISFIED 3
____VERY DISSATISFIED. . . .4
____DON'T KNOW 5

42. Has your child complained about the school building this past year?

(Do not read options. Check one.)

____YES. 1
____NO 2

(IF NO, SKIP TO QUESTION 44)

43. What was his or her complaint?

(Do not read options. Check one.)

____TOO HOT. 1
____TOO COLD 2
____INCONVENIENT LAYOUT. . .3
____POOR LIGHTING. 4
____GLARE. 5
____CROWDING 6
____DRAB 7
____UNCOMFORTABLE FURNITURE.8
____NOISY. 9
____OTHER (SPECIFY). 10

_____

_____

44. What kind of academic progress reporting do you feel is best for your child?

(Read first two options. Check one.)

____a report that tells how your child is doing in comparison to other children in his or her class. 1
____a report that tells how much your child has learned in a subject during a particular period of time 2
____BOTH 3
____NO OPINION/DON'T KNOW. .4

45. How often do you receive reports from the school about your child's progress?

(Do not read. Check one.)

____MORE THAN ONCE A WEEK. .1
____ONCE A WEEK. 2
____ONCE A MONTH 3
____SIX TIMES A YEAR 4
____FOUR TIMES A YEAR. . . .5
____TWICE A YEAR 6
____OTHER (SPECIFY). 7

_____

_____

46. In your estimation, is this often enough?

(Do not read. Check one.)

____YES. 1
____NO 2

47. Have your child's scores on standardized tests been satisfactorily explained to you?

(Do not read. Check one.)

____YES. 1
____NO 2
____NO KNOWLEDGE OF STANDARDIZED TESTS . .3
____NO OPINION 4

We have now completed the survey. Do you have any other comments you would like to make about the school district? (Write verbatim--do not summarize.)

_____

_____

_____

_____

Thank you very much for your time. You've been very helpful. Good-bye.

spotlight

196

Independent School District 196

Special Edition August 1982

This special edition *Spotlight* includes information in three important areas:

- The results of standardized tests given to students in grades two, three, four, five and seven in April 1982;
- The results of a District-wide telephone survey conducted in May 1982;
- The results of an alumni survey conducted in April 1982.

These results reflect the accomplishments of the District – the achievement of students, the support of the community and the future of high school graduates. As you read through this brochure, we invite you to share our pride in the accomplishments of students and staff and share our determination to continue to provide the best possible education for students.

Test results show District 196 students continue to rank above national average

The results of standardized tests given to students in April 1982 show that, once again, District 196 students rank well above the national average in every subject, at every grade level tested. The graphs below and on the following pages show the scores students received, by grade level, on the California Achievement Test (CAT) in five major subject areas:

- Reading (phonic analysis, structural analysis, vocabulary, comprehension);
- Spelling;
- Language (mechanics, expression);
- Mathematics (computation, concepts and applications); and
- Reference skills (information-gathering).

The CAT, which was used in our District for the first time in 1980-81, is used to determine how a student's general academic performance compares with the academic performance of a national norm group. (A national norm group is composed of a representative sample of students from diverse geographic regions, schools and communities.)

The graphs on the following pages report the test results by both percentiles and grade equivalents. The first two graphs, which use percentile ranks, compare the average scores of District 196 students, by grade level, with the performance of the norm group. For example, if a percentile of 70 is shown, it means that the average score of District students is higher than the scores of 70 percent of the students in the norm group.

The last five graphs illustrate the level of students' performance, by grade level, on the basis of grade equivalents. The scale for grade equivalents ranges from K.0 (the first month of kindergarten) through 12.9 (the last month of 12th grade), representing the 13 years of school and the 10 months in the traditional school year. A particular grade equivalent represents the grade and month in school of students in the norm group whose test performance is theoretically equivalent to the test performance of District 196 students.

For example, when District 196 second grade students obtain a grade equivalent of 3.4 on the reading test, it does not mean that the students have mastered all the reading skills that are taught in District 196 through the fourth month of third grade. It means only that the students' performance on the test is theoretically equivalent to the typical performance of students in the norm group who had completed the fourth month of third grade.

The CAT is part of a regular program of testing carried on in District 196. Tests are conducted for three major reasons:

- To help measure an individual student's academic development;
- To measure group achievement and help weaknesses in the curriculum; and
- To provide additional information about students.

Test results for individual students will be shared with parents at fall conferences. Grade level test results are being studied by teachers and administrators and will be used to help establish needs and priorities for planning and improvement of instruction.

Survey Results Show Community Support of District

A telephone survey of District 196 residents was conducted from May 3-6, 1982, to help identify community opinion about school issues and programs. The calls were made by 25 trained volunteers to a scientific random sample of District residents. Sixty percent of the people interviewed (respondents) were female; 64 percent were between the ages of 30 and 50; 71 percent had lived in the District for less than 10 years. Eighty percent of the respondents said they had children and 73 percent of those people had school-age children and 86 percent of those children were in public school at the time the survey was conducted. Another interesting note--65 percent of the respondents said they had not voted in a school election during the past year.

Almost half the respondents live in Apple Valley. 15 percent live in Rosemount, 17.5 percent live in Eagan, eight percent live in Burnsville and five percent (each) live in Lakeville and Inver Grove Heights. The children of respondents were fairly evenly divided among the 15 District schools, as would have been expected.

The survey results will be used by the administration, Board of Education, various departments and citizen-staff-student committees for future and long-range planning.

The results of the survey are reported on the next few pages. Please note: The numbers are the percent of people who were asked that particular question. For more information, contact Ellen Ferber at 423-4441, ext. 300.

1. In general, how informed do you think you are about what's going on in District 196?
   - 27.9 very informed
   - 37.7 informed
   - 27.0 not very informed
   - 5.2 not informed
   - 1.2 don't know/no answer

2. Where do you get most of your information about the school district?
   - 36.9 newspapers
   - 69.9 school publications/newsletters
   - 3.7 neighbors
   - 17.8 your children
   - 13.5 other

3. In your opinion, what should the school district do for the community that it is not doing now?
   - 53.1 don't know
   - 20.9 doing fine
   - 2.8 finances
   - 3.1 curriculum
   - 6.4 communications
   - 6.4 Community Education
   - 7.1 other

4. In general, what do you think is the biggest problem facing the school district?
   - 2.5 growth
   - 63.8 money/finances/state aid
   - .9 management
   - 1.8 teachers
   - .3 teaching methods
   - 3.7 student discipline
   - .9 drugs, alcohol
   - 0 outside politics that affect the schools
   - 0 the present school calendar
   - 2.1 building/facilities
   - 1.2 communications to parents and/or citizens
   - .3 transportation
   - 12.6 don't know
   - .6 too much cocurricular
   - 1.5 quality of curriculum
   - .9 class size
   - .6 budget
   - 2.8 no problem
   - 2.5 other

5. Please identify which institutions – family, school, religious institution, community or other – you believe are most appropriate for addressing the following issues: (Circle **as many answers** as apply for each issue.)

	Family	School	Religious Institution	Community	Other	Don't Know/ No Opinion
1. Self-concept	69.3	35.6	23.3	4.9	1.5	2.8
2. Moral development	77.0	28.8	47.5	5.2	1.2	0
3. Chemical use	63.5	66.9	21.2	16.9	2.8	.9
4. Sex education	81.0	59.8	12.9	4.3	.9	.3
5. Child abuse	50.9	50.0	26.4	35.9	4.9	2.5
6. Career planning	42.6	89.6	5.5	7.1	1.2	0
7. Parenting	73.3	28.5	30.4	11.7	1.8	4.6
8. Male/female roles	76.1	40.2	20.2	12.3	1.8	4.9
9. Cultural differences	44.2	75.5	20.6	21.8	1.8	1.5
10. Death and dying	68.7	23.0	62.3	5.5	2.1	.9
11. Citizenship	54.0	75.2	18.1	28.5	3.1	.6

6. In your opinion, are the following topics very important, important, not very important or not at all important for students to learn? (Circle **one answer** for each topic.)

	Very Important	Important	Not Very Important	Not At All Important
1. Listening and speaking skills	80.7	18.4	.3	0
2. Reading, writing and arithmetic	92.6	6.7	0	0
3. The ability to know, understand and use information	69.9	29.4	0	0
4. Computer skills	23.3	60.4	14.7	.3
5. Vocational skills	27.0	63.8	8.3	0
6. Fine arts (music, art, theater, dance)	9.2	58.0	30.7	1.2
7. College preparation	39.6	53.1	6.1	0
8. Athletic skills	8.6	55.8	33.1	1.5
9. Science and social studies	31.3	63.5	4.6	0

7. The district has a number of programs for high potential students. In your opinion, should these programs be expanded, reduced or kept as is?
   - 31.9 expanded
   - 49.7 kept as is
   - 6.7 reduced

8. The district has a number of programs for students who have trouble learning. In your opinion, should these programs be expanded, reduced or kept as is?
   - 58.3 expanded
   - 35.0 kept as is
   - .6 reduced

9. In general, what is your opinion of the educational program provided by District 196?
   - 72.4 very good
   - 13.2 don't know
   - 4.6 curriculum
   - 1.8 open school concerns
   - 5.2 adequate
   - .6 discipline
   - 2.8 other

10. What does District 196 Community Education mean to you?
    - 9.8 opportunity for community involvement
    - 4.6 access to facilities
    - 41.7 adult education classes and tours
    - 2.5 G.E.D. (high school equivalency program) or E.S.L. (English as a second language)
    - 1.5 community information clearinghouse
    - 19.3 don't know
    - 6.4 nothing
    - 12.6 good
    - 8.9 k-12 program
    - 2.5 educating community
    - 4.9 other

11. In your opinion, should Community Education programs be expanded, reduced or kept as is?
    - 30.5 expanded
    - 64.5 kept as is
    - 8.3 reduced

12. In your opinion, are District 196 Community Education programs very effective, effective, not very effective or not at all effective in meeting the needs of District residents?
    - 11.6 very effective
    - 70.2 effective
    - 6.2 not very effective
    - .8 not at all effective
    - 18.6 don't know/no opinion

Please tell me if you strongly agree, agree, disagree or strongly disagree with the following statements.

13. In general, teachers are interested in student ideas and opinions.
    - 19.3 strongly agree
    - 62.6 agree (more than disagree)
    - 7.1 disagree (more than agree)
    - .3 strongly disagree
    - 10.1 don't know/no answer

14. In general, teachers inspire students to use their potential.
    - 16.3 strongly agree
    - 61.0 agree (more than disagree)
    - 13.2 disagree (more than agree)
    - 0 strongly disagree
    - 8.9 don't know/no answer

15. In general, teachers are constantly looking for ways to improve teaching and learning.
    - 14.1 strongly agree
    - 62.3 agree (more than disagree)
    - 13.2 disagree (more than agree)
    - .6 strongly disagree
    - 8.9 don't know/no answer

16. In general, teachers care about students.
    - 23.3 strongly agree
    - 65.0 agree (more than disagree)
    - 4.6 disagree (more than agree)
    - 0 strongly disagree
    - 6.4 don't know/no answer

(Respondents with children in public school were asked to answer the remaining 23 questions in terms of their eldest child in school.)

17. Because your child spends so much time at school, teachers and other staff have a great deal of information about your child. What do you want the staff to tell you about your child?
    - 17.7 general progress
    - 24.0 behavior
    - 33.7 getting along with others
    - 34.8 academic progress
    - 33.7 problems
    - 8.6 good news
    - 5.1 study habits
    - 18.7 potential
    - 5.7 attitude
    - 11.4 how I can help
    - 9.1 everything
    - 7.4 other

18. How welcome do you feel at the school your child attends?
    - 69.1 very welcome
    - 26.3 welcome
    - 2.3 not very welcome
    - 1.1 not welcome
    - 1.1 don't know

19. If you were concerned about a problem at school, who would you contact first?
    - 58.8 teacher
    - 18.3 principal
    - .6 superintendent or district office administrator
    - 0 board of education
    - 1.7 other staff member
    - 0 would not contact anyone
    - 0 don't know/no opinion
    - 16.6 counselor
    - 1.7 depends on the problem
    - 1.7 other

20. Has a teacher or principal contacted you this school year to talk about your child, other than for scheduled parent-teacher conferences?
    - 37.1 yes
    - 60.6 no
    - 1.7 don't remember

21. In your opinion, was it a positive message?
    - 84.8 yes
    - 13.6 no
    - 1.5 other

22. If you openly criticize the school, do you think someone at school will take it out on your child?
    - 10.3 yes
    - 80.6 no
    - 8.0 no opinion/don't know

23. What is your biggest concern about the school your child attends?
    - 4.6 the way the school is run
    - 12.6 teachers/teaching methods
    - .6 physical environment of the school
    - 5.1 student behavior
    - .6 outside influences
    - 6.3 crowding
    - 0 lack of equipment
    - 13.7 no concern
    - 10.3 quality education
    - 8.0 drugs
    - 2.8 need for individual attention
    - 9.1 finances
    - 2.3 communications
    - 4.6 open classrooms
    - 3.4 cocurricular activities
    - 7.4 curriculum
    - .6 don't know
    - 8.0 other

24. What do you think affects your child's decisions most?
    - 29.7 peer attitudes
    - 44.0 family/parents
    - .6 religious conviction
    - 10.3 his or her own personal values
    - 6.3 teacher
    - .6 don't know
    - 8.6 other

25. Do you feel that too much, not enough or the right amount of work is expected of your child in school?
    - 6.8 too much
    - 21.1 not enough
    - 69.1 the right amount
    - 1.7 no opinion

26. On the average, how many hours a day does your child spend on homework?
    - 54.3 less than one
    - 37.7 1-2
    - 6.3 3-4
    - .6 more than 4

27. Do you feel that this is too much, not enough or the right amount of homework?
    - 4.6 too much
    - 67.4 right amount
    - 27.7 not enough
    - 1.1 no opinion

28. In general, how satisfied are you with the services provided by the school nurse?
    - 39.4 very satisfied
    - 42.8 satisfied
    - 4.0 dissatisfied
    - 1.7 very dissatisfied
    - 12.0 don't know

29. Does your child participate in the school lunch program?
    - 81.7 yes
    - 7.4 sometimes
    - 10.8 no

30. In general, how satisfied are you with the quality of the food provided by the school lunch program?
    - 20.5 very satisfied
    - 53.8 satisfied
    - 12.2 dissatisfied
    - 1.9 very dissatisfied
    - 11.5 don't know

31. In general, do you feel the cost of school lunch is too high, just about right or too low?
    - 10.2 too high
    - 82.7 just about right
    - 5.8 too low
    - 1.9 don't know/no answer

32. Does your child ride the school bus this year?
    - 70.8 yes
    - 29.1 no

33. In general, how satisfied are you with the bus service provided for your child by the school district?
    - 41.9 very satisfied
    - 51.6 satisfied
    - 4.8 dissatisfied
    - 2.4 very dissatisfied
    - 0 don't know

34. Has your child complained about the school building this past year?
    - 14.8 yes
    - 85.1 no

35. What was his or her complaint?
    - 23.1 too hot
    - 50.0 too cold
    - 7.7 inconvenient layout
    - 0 poor lighting
    - 3.8 glare
    - 3.8 crowding
    - 0 drab
    - 0 uncomfortable furniture
    - 7.7 noisy
    - 11.5 other

36. What kind of academic progress reporting do you feel is best for your child?
    - 18.8 a report that tells how your child is doing in comparison to other children in his or her class
    - 57.1 a report that tells how much your child has learned in a subject during a particular period of time
    - 22.3 both
    - 1.7 no opinion/don't know

37. How often do you receive reports from the school about your child's progress?
    - 2.3 more than once a week
    - 2.3 once a week
    - 2.8 once a month
    - 17.7 six times a year
    - 40.0 four times a year
    - 8.0 twice a year
    - 15.4 three times a year
    - 11.4 other

38. In your estimation, is this often enough?
    - 85.1 yes
    - 13.7 no

39. Have your child's scores on standardized tests been satisfactorily explained to you?
    - 77.7 yes
    - 12.6 no
    - 4.6 no knowledge of standardized tests
    - 5.1 no opinion

We have now completed the survey. Do you have any other comments you would like to make about the school district?
- 36.6 great, very good, pleased
- 1.7 need for more individual attention
- 4.0 waste money
- 1.7 back to basics
- 5.1 curriculum
- 4.6 finances
- 9.7 other

In addition to answering specific questions, many respondents commented on a variety of subjects. Money was a primary concern for some respondents:

"Money is the prime issue. We should explore all alternatives before we cut any programs. Don't let money stop us from keeping up and improving. Raise taxes if you have to. Cuts should be the last alternative."

"Hope they find the money they need."

"Who's paying for this survey?"

But most of the comments referred to specific programs:

"Hope you keep music program as it is. I wonder if the work experience program is worthwhile;" or

"Get rid of music and extracurricular activities and keep those nurses;" and

"The only thing I know is that the kids ride the bus and get good service."

Then there were those people with specific suggestions:

"Be sure to keep special programs;"

"Cut sports;" and *"Have more parenting education programs for parents."*

However the majority of comments were positive:

"196 is excellent in identification of problems as well as talent."

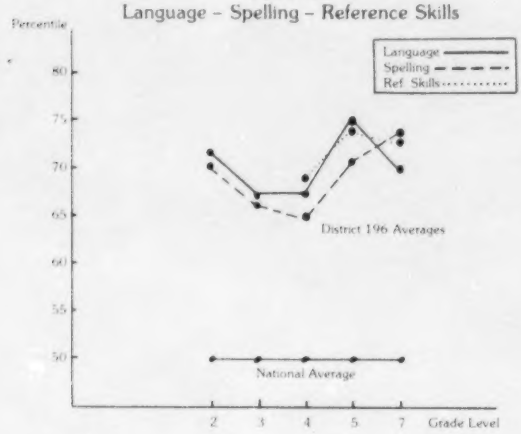
"I think it's excellent; it's the reason we moved here."

"I think it's an excellent school district. I have gotten to know many of the teachers and counselors and they are very dedicated people."

"I'm looking forward to learning more about the District. This survey proves the District cares about the community."

California Achievement Test Scores for Elementary and Middle School Students 1981-82

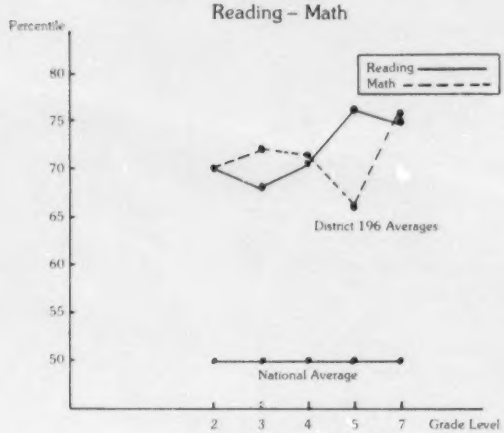
Language – Spelling – Reference Skills



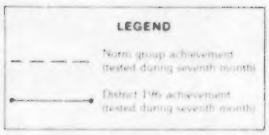
Language	72%	68%	68%	75%	70%
Spelling	70%	67%	65%	71%	74%
Reference Skills			69%	74%	73%

California Achievement Test Scores for Elementary and Middle School Students 1981-82

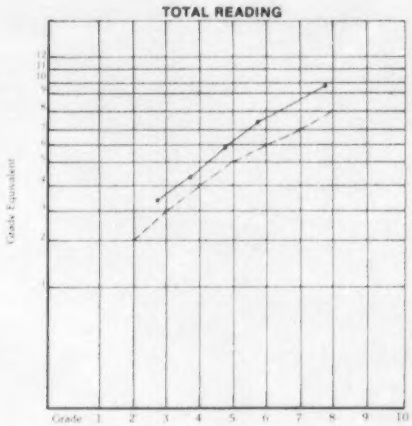
Reading – Math



Reading	70%	68%	71%	77%	75%
Math	70%	73%	72%	67%	76%

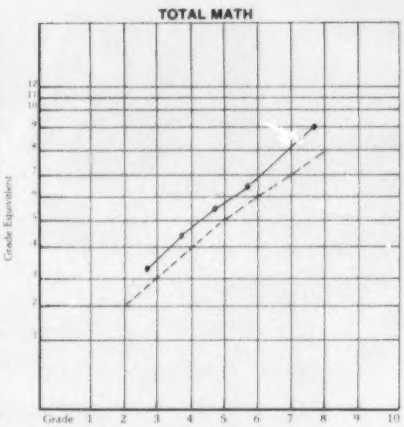


TOTAL READING



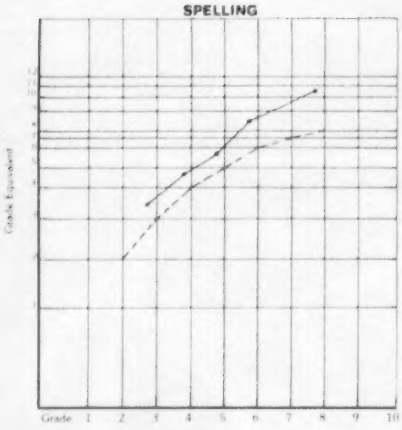
GRADE	2	3	4	5	7
DISTRICT 196 ACHIEVEMENT	3.4	4.3	5.9	7.4	9.8
NORM GROUP ACHIEVEMENT	2.7	3.7	4.7	5.7	7.7

TOTAL MATH



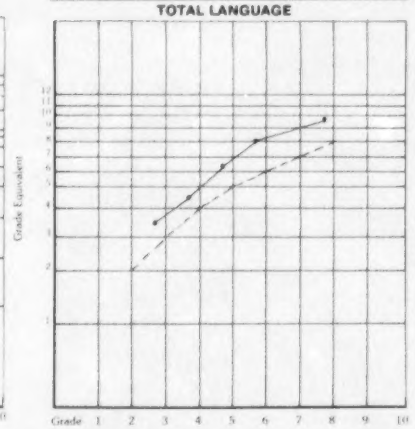
GRADE	2	3	4	5	7
DISTRICT 196 ACHIEVEMENT	3.3	4.4	5.5	6.5	9.0
NORM GROUP ACHIEVEMENT	2.7	3.7	4.7	5.7	7.7

SPELLING



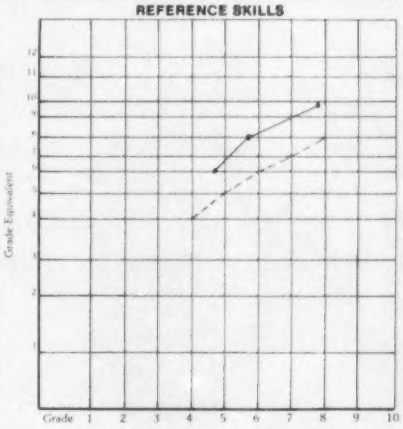
GRADE	2	3	4	5	7
DISTRICT 196 ACHIEVEMENT	3.5	4.7	5.7	8.5	10.5
NORM GROUP ACHIEVEMENT	2.7	3.7	4.7	5.7	7.7

TOTAL LANGUAGE



GRADE	2	3	4	5	7
DISTRICT 196 ACHIEVEMENT	3.5	4.5	6.3	8.0	9.7
NORM GROUP ACHIEVEMENT	2.7	3.7	4.7	5.7	7.7

REFERENCE SKILLS



GRADE	2	3	4	5	7
DISTRICT 196 ACHIEVEMENT			6.0	8.0	9.8
NORM GROUP ACHIEVEMENT			4.7	5.7	7.7

Comparison of 1980-81 Test Scores and 1981-82 Test Scores
Grade Equivalents

	Language	Spelling	Ref. Skills	Reading	Math
Grade 2					
1980-81	3.3	3.4		3.4	3.2
1981-82	3.5	3.5		3.4	3.3
Grade 3					
1980-81	4.2	4.5		4.2	4.4
1981-82	4.5	4.7		4.3	4.4
Grade 4					
1980-81	6.3	5.9	6.1	5.9	5.5
1981-82	6.3	5.7	6.0	5.9	5.5
Grade 5					
1980-81	8.0	8.5	8.0	7.4	6.5
1981-82	8.0	8.5	8.0	7.4	6.5
Grade 7					
1980-81	9.7	9.5	9.0	9.9	9.0
1981-82	9.7	10.5	9.8	9.8	9.0

Comparison of 1980-81 Test Scores and 1981-82 Test Scores
Percentiles

	Language	Spelling	Ref. Skills	Reading	Math
Grade 2					
1980-81	69%	68%		68%	67%
1981-82	72%	70%		70%	70%
Grade 3					
1980-81	62%	65%		66%	70%
1981-82	68%	67%		68%	73%
Grade 4					
1980-81	68%	66%	70%	72%	70%
1981-82	68%	65%	69%	71%	72%
Grade 5					
1980-81	75%	72%	73%	77%	67%
1981-82	75%	71%	74%	77%	67%
Grade 7					
1980-81	70%	70%	67%	76%	74%
1981-82	70%	74%	73%	75%	76%

Alumni Survey Results

Graduates busy with college and jobs

In May 1981 the 771 graduating seniors at Rosemount High and Apple Valley High were asked by their counselors to indicate their plans for 1981-82. On April 30, 1982, the District mailed a survey to these same people asking them to indicate what they had actually done during 1981-82. The results of these two surveys are listed below.

We believe that a high school education is a means to a future end rather than an end in itself. Therefore, it is necessary to identify what happens to students after they leave high school. This information is used to enhance curriculum development, program planning and evaluation efforts.

	Four-year college	Two-year college	Vocational training	Military	Work	Other	No reply or undecided
What are your post-high school plans? (May 1981)	48%	8%	22%	4.5%	3%	.5%	12%
Please indicate your primary activity from 9/1/81 to 6/1/82. (May 1982)	26%	13%	9%	3%	37%	1%	11%

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